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SECOND EDITION

TOP NOTCH

with ActiveBook

2A

Joan Saslow • Allen Ascher



PEARSON
Longman



eBOOK



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Learning Objectives

Unit	Communication Goals	Vocabulary	Grammar
1 Greetings and Small Talk page 2	<ul style="list-style-type: none"> • Get reacquainted with someone • Greet a visitor to your country • Discuss gestures and customs • Describe an interesting experience 	<ul style="list-style-type: none"> • Tourist activities • Participial adjectives to describe experiences 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Statements and <u>yes</u> / <u>no</u> questions ◦ Form and usage ◦ Past participles of irregular verbs ◦ With <u>already</u>, <u>yet</u>, <u>ever</u>, and <u>before</u> ◦ Common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Past participles: regular and irregular ◦ Questions with <u>What</u> or <u>Which</u> ◦ <u>Yet</u> and <u>already</u>: expansion ◦ <u>Ever</u>, <u>never</u>, and <u>before</u> ◦ Common errors
2 Movies and Entertainment page 14	<ul style="list-style-type: none"> • Apologize for being late • Discuss preferences for movie genres • Describe and recommend movies • Discuss effects of movie violence on viewers 	<ul style="list-style-type: none"> • Explanations for being late • Movie genres • Phrases to describe preferences • Adjectives to describe movies 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ With <u>for</u> and <u>since</u> ◦ Other uses • <u>Would rather</u> + base form <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements, questions, and answers ◦ Common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect continuous • The present participle: spelling • Expressing preferences: review
3 Staying in Hotels page 26	<ul style="list-style-type: none"> • Check into a hotel • Leave and take a telephone message • Request hotel housekeeping services • Choose hotels and explain reasons for choices 	<ul style="list-style-type: none"> • Hotel room types and features • Hotel services • Hotel room amenities and services 	<ul style="list-style-type: none"> • <u>Had better</u> <ul style="list-style-type: none"> ◦ Usage ◦ Vs. <u>should</u> ◦ Contractions • The future with <u>will</u> <ul style="list-style-type: none"> ◦ Form and usage ◦ Contractions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Obligation: <u>have to</u> / <u>must</u> • Suggestions and advice: <u>could</u> / <u>should</u> / <u>ought to</u> / <u>had better</u> • Expectation: <u>be supposed to</u> • <u>Will</u>: other uses; vs. <u>be going to</u>
4 Cars and Driving page 38	<ul style="list-style-type: none"> • Describe a car accident • Report a problem with a car • Rent a car • Discuss good and bad driving 	<ul style="list-style-type: none"> • Car types • Car parts • Ways to show concern • Causes of car accidents • Phrasal verbs for talking about cars • Aggressive driving behavior 	<ul style="list-style-type: none"> • The past continuous <ul style="list-style-type: none"> ◦ Form and usage ◦ Vs. the simple past tense • Direct objects with phrasal verbs <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The past continuous: other uses • Nouns and pronouns: review
5 Personal Care and Appearance page 50	<ul style="list-style-type: none"> • Ask for something in a store • Request salon services • Discuss ways to improve one's appearance • Define and discuss the meaning of beauty 	<ul style="list-style-type: none"> • Salon services • Personal care products • Ways to discuss beauty 	<ul style="list-style-type: none"> • Indefinite quantities and amounts <ul style="list-style-type: none"> ◦ <u>Some</u> and <u>any</u> ◦ <u>A lot of</u>, <u>many</u>, and <u>much</u> • Indefinite pronouns: <u>someone</u> / <u>no one</u> / <u>anyone</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Some</u> and <u>any</u>: indefiniteness • <u>Too many</u>, <u>too much</u>, and <u>enough</u> • Indefinite pronouns: <u>something</u>, <u>anything</u>, and <u>nothing</u>

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> Use "I don't think so." to soften a negative answer Say "I know!" to exclaim that you've discovered an answer Use "Welcome to ____" to greet someone to a new place Say "That's great." to acknowledge someone's positive experience 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to associate Listen for details <p>Pronunciation:</p> <ul style="list-style-type: none"> Sound reduction in the present perfect 	<p>Texts:</p> <ul style="list-style-type: none"> A poster about customs A magazine article about non-verbal communication A geographical map A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Identify supporting details Personalize information 	<p>Task:</p> <ul style="list-style-type: none"> Write a description of a fascinating, strange, thrilling, or frightening experience <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Avoiding run-on sentences
<ul style="list-style-type: none"> Apologize and provide a reason when late Say "That's fine." to reassure Offer to repay someone with "How much do I owe?" Use "What would you say to ____?" to propose an idea Soften a negative response with "To tell you the truth, ..." 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen for main ideas Listen to infer meaning Dictation <p>Pronunciation:</p> <ul style="list-style-type: none"> Reduction of <u>h</u> 	<p>Texts:</p> <ul style="list-style-type: none"> A movie website Movie reviews A textbook excerpt about violence in movies A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Confirm content Evaluate ideas 	<p>Task:</p> <ul style="list-style-type: none"> Write an essay about violence in movies and on TV <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Paragraphs Topic sentences
<ul style="list-style-type: none"> Say "Let's see." to indicate you're checking information Make a formal, polite request with "May I ____?" Say "Here you go." when handing someone something Use "By the way, ..." to introduce new information Say "Would you like to leave a message?" if someone isn't available 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to take phone messages Listen for main ideas Listen for details <p>Pronunciation:</p> <ul style="list-style-type: none"> Contractions with <u>will</u> 	<p>Texts:</p> <ul style="list-style-type: none"> A hotel website Phone message slips A hotel guide book A city map A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Draw conclusions Identify supporting details Interpret a map 	<p>Task:</p> <ul style="list-style-type: none"> Write a paragraph explaining the reasons for choosing a hotel <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Avoiding sentence fragments with <u>because</u> or <u>since</u>
<ul style="list-style-type: none"> Express concern about another's condition after an accident Express relief when hearing all is OK Use "only" to minimize the seriousness of a situation Use "actually" to soften negative information Empathize with "I'm sorry to hear that." 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to summarize Listen to infer outcomes Listen for main ideas <p>Pronunciation:</p> <ul style="list-style-type: none"> Stress of particles in phrasal verbs 	<p>Texts:</p> <ul style="list-style-type: none"> A rental car brochure Rental car case studies A feature article about defensive driving A driving behavior survey A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Understand from context Critical thinking 	<p>Task:</p> <ul style="list-style-type: none"> Write a paragraph comparing good and bad drivers <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>
<ul style="list-style-type: none"> Use "Excuse me." to initiate a conversation with a salesperson Confirm information by repeating it with rising intonation Use "Not at all." to show you don't mind an inconvenience 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to summarize Listen to take notes <p>Pronunciation:</p> <ul style="list-style-type: none"> Pronunciation of unstressed vowels 	<p>Texts:</p> <ul style="list-style-type: none"> A hotel spa advertisement A health advice column A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Predict Confirm content Apply information 	<p>Task:</p> <ul style="list-style-type: none"> Write a letter on how to improve appearance <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Writing a formal letter

Unit	Communication Goals	Vocabulary	Grammar
6 Eating Well page 62	<ul style="list-style-type: none"> • Talk about food passions • Make an excuse to decline food • Discuss lifestyle changes you have made • Describe local dishes 	<ul style="list-style-type: none"> • Nutrition terminology • Food passions • Excuses for not eating something • Food descriptions 	<ul style="list-style-type: none"> • Use to / used to • Negative yes / no questions • Offers and suggestions with <u>Why don't ... ?</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Use to / used to: expansion <ul style="list-style-type: none"> ◦ Be used to vs. get used to ◦ Would + base form • More about negative yes / no questions; <u>Why don't ... ?</u>
7 About Personality page 74	<ul style="list-style-type: none"> • Get to know someone's likes and dislikes • Cheer someone up • Discuss personality and its origin • Examine the impact of birth order on personality 	<ul style="list-style-type: none"> • Positive and negative adjectives • Terms to discuss psychology and personality 	<ul style="list-style-type: none"> • Gerunds and infinitives as direct objects • Gerunds as objects of prepositions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Gerunds and infinitives: other functions • Negative gerunds
8 The Arts page 86	<ul style="list-style-type: none"> • Recommend a museum • Ask about and describe art objects • Talk about artistic talent and where it comes from • Discuss your favorite artists and the reasons you like them 	<ul style="list-style-type: none"> • Kinds of art • Positive adjectives • Materials and objects • Describing how art affects us 	<ul style="list-style-type: none"> • The passive voice <ul style="list-style-type: none"> ◦ Form, meaning, and usage ◦ Statements and questions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Transitive and intransitive verbs • The passive voice: form in all tenses
9 Living with Computers page 98	<ul style="list-style-type: none"> • Troubleshoot computer problems • Recommend a better deal • Describe how you use computers • Discuss the social impact of the Internet 	<ul style="list-style-type: none"> • Computer parts • Ways to reassure someone • Computer terms and commands • Internet activities 	<ul style="list-style-type: none"> • The infinitive of purpose • Comparisons with <u>as ... as</u> <ul style="list-style-type: none"> ◦ Meaning and usage ◦ Just, almost, quite, nearly <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Expressing purpose with <u>in order to</u> and <u>for</u> • <u>As ... as</u> to compare adverbs • Comparatives / superlatives: review
10 Ethics and Values page 110	<ul style="list-style-type: none"> • Discuss ethical choices • Return someone else's property • Express personal values • Discuss acts of kindness and honesty 	<ul style="list-style-type: none"> • Ways to confirm a response • Ethical choices • Ways to acknowledge thanks • Personal values 	<ul style="list-style-type: none"> • The real and unreal conditional <ul style="list-style-type: none"> ◦ Form, usage, common errors • Possessive pronouns / <u>Whose</u> <ul style="list-style-type: none"> ◦ Form, usage, common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Present and future factual conditionals: usage and common errors • Order of clauses: punctuation • Possessive nouns: review and expansion • Pronouns: summary

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ActiveBook Self-Study Disc.....	Inside back cover

Conversation Strategies

- Provide an emphatic affirmative response with "Definitely."
- Offer food with "Please help yourself."
- Acknowledge someone's efforts by saying something positive
- Soften the rejection of an offer with "I'll pass on the ____."
- Use a negative question to express surprise
- Use "It's not a problem." to downplay inconvenience

Listening/ Pronunciation

- Listening Skills:**
- Listen for details
 - Listen to personalize
- Pronunciation:**
- Sound reduction:
use to / used to

Reading

- Texts:**
- A healthy eating pyramid
 - Descriptions of types of diets
 - A magazine article about eating habits
 - A lifestyle survey
 - Menu ingredients
 - A photo story
- Skills/Strategies:**
- Understand from context
 - Summarize
 - Compare and contrast

Writing

- Task:**
- Write a persuasive paragraph about the differences in present-day and past diets
- WRITING BOOSTER**
- Connecting ideas: subordinating conjunctions

- Clarify an earlier question with "Well, for example, ..."
- Buy time to think with "Let's see."
- Use auxiliary do to emphasize a verb
- Thank someone for showing interest
- Offer empathy with "I know what you mean."

- Listening Skills:**
- Listen for main ideas
 - Listen for specific information
 - Synthesize information
 - Infer information
- Pronunciation:**
- Reduction of to in infinitives

- Texts:**
- A pop psychology website
 - A textbook excerpt about the nature / nurture controversy
 - Personality surveys
 - A photo story
- Skills/Strategies:**
- Support reasoning with details
 - Understand from context
 - Make personal comparisons

- Task:**
- Write an essay describing someone's personality
- WRITING BOOSTER**
- Parallel structure

- Say "Be sure not to miss ____" to emphasize the importance of an action
- Introduce the first aspect of an opinion with "For one thing, ..."
- Express enthusiasm for what someone has said with "No kidding!"
- Invite someone's opinion with "What do you think of ____?"

- Listening Skills:**
- Understand from context
 - Listen to take notes
 - Infer point of view
- Pronunciation:**
- Emphatic stress

- Texts:**
- Museum descriptions
 - A book excerpt about the origin of artistic talent
 - An artistic survey
 - A photo story
- Skills/Strategies:**
- Recognize the main idea
 - Identify supporting details
 - Paraphrase

- Task:**
- Write a detailed description of a decorative object
- WRITING BOOSTER**
- Providing supporting details

- Ask for assistance with "Could you take a look at ____?"
- Introduce an explanation with "Well, ..."
- Make a suggestion with "Why don't you try ____ing?"
- Express interest informally with "Oh, yeah?"
- Use "Everyone says ..." to introduce a popular opinion
- Say "Well, I've heard ____" to support a point of view

- Listening Skills:**
- Infer meaning
 - Listen for the main idea
 - Listen for details
- Pronunciation:**
- Stress in as ... as phrases

- Texts:**
- A computer troubleshooting website
 - A computer user survey
 - Newspaper clippings about the Internet
 - A photo story
- Skills/Strategies:**
- Understand from context
 - Relate to personal experience

- Task:**
- Write an essay evaluating the benefits and problems of the Internet
- WRITING BOOSTER**
- Organizing ideas

- Say "You think so?" to reconfirm someone's opinion
- Provide an emphatic affirmative response with "Absolutely."
- Acknowledge thanks with "Don't mention it."

- Listening Skills:**
- Listen to infer information
 - Listen for main ideas
 - Understand vocabulary from context
 - Listen to apply new vocabulary
 - Support reasoning with details
- Pronunciation:**
- Assimilation of d + y in would you

- Texts:**
- A personal values self-test
 - Print and online news stories about kindness and honesty
 - A photo story
- Skills/Strategies:**
- Predict
 - Infer meaning
 - Summarize
 - Interpret information
 - Relate to personal experience

- Task:**
- Write an essay about someone's personal choice
- WRITING BOOSTER**
- Introducing conflicting ideas

To the Teacher

What is *Top Notch*?

Top Notch is a six-level* communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.

The goal of the *Top Notch* course is to make English unforgettable through:

- ▶ Multiple exposures to new language
- ▶ Numerous opportunities to practice it
- ▶ Deliberate and intensive recycling

The *Top Notch* course has two beginning levels: *Top Notch* Fundamentals for true beginners and *Top Notch* 1 for false beginners.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

UNIT
1

Greetings and Small Talk

GOALS After Uni

- 1 Get reacquainted
- 2 Greet a visitor to your country.
- 3 Discuss gestures and customs.
- 4 Describe an interesting experience.

Preview

Customs Around the World

Greetings People greet each other differently around the world.



Some people bow.



Some people kiss once.
Some kiss twice.



Some shake hands.



And some hug.

Exchanging Business Cards

People have different customs for exchanging business cards around the world.



Some customs are very formal. People always use two hands and look at the card carefully.



Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

Small Talk

What about small talk—the topics people talk about when they don't know each other well?



In some places, it's not polite to ask about someone's age or salary. In others, it's considered rude to ask about someone's family.

A Pair work In your opinion, is there a right way and a wrong way to greet people? Explain.

B Discussion In your country, are there any topics people should avoid during small talk? What about the topics below?

- the weather
- someone's family
- someone's job
- someone's home
- someone's religion
- (other) _____

C **Photo story** Read and listen to two people meeting in a hotel lobby.

ENGLISH FOR TODAY!
connecting people from dif
and language backg



Leon: You look familiar. Haven't we met somewhere before?

Taka: I don't think so. I'm not from around here.

Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.

Taka: Of course! You're from Mexico, right?

Leon: That's right. I'm sorry. I've forgotten your name.

Taka: Kamura Takashi. But you can call me Taka.

Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?

Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.

Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.

Taka: That would be great. I hear Acapulco's beautiful.

Leon: It was nice to see you again, Taka.

Taka: You, too.

Leon: Spanish speaker / Taka: Japanese speaker

D Focus on language Find an underlined expression in the Photo Story to match each of the following explanations.

- 1 You say this when you want to offer to introduce someone to a new place.
- 2 You say this to suggest that someone call or e-mail you in the future.
- 3 You say this when you're not sure if you know someone, but you think you might.
- 4 You say this when you want to ask about someone's recent activities.

E Think and explain Answer the questions, according to the Photo Story. Explain your answers.

- 1 Why does Leon begin speaking with Taka?
- 2 Has Taka been busy since the conference?
- 3 Why does Leon give Taka his business card?
- 4 What does Leon offer to do at the next conference?

F Pair work Write suggestions to a visitor about how to behave in your country. Then share your advice with the class.

“ Never ask about a person's age or salary! ”

“ Please don't exchange business cards with one hand! ”

Your advice
1
2
3

CONVERSATION MODEL

- A** ^{1:03} Read and listen to people getting reacquainted.
- A: Audrey, have you met Hanah?
 B: No, I haven't.
 A: Hanah, I'd like you to meet Audrey.
 C: Hi, Audrey. You look familiar. Have we met before?
 B: I don't think so.
 C: I know! Last month. You were at my sister Nicole's party.
 B: Oh, that's right! How have you been?
- B** ^{1:04} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.


Contractions

have met = 've met
 has met = 's met
 have not met = haven't met
 has not met = hasn't met

GRAMMAR *The present perfect*

Use the present perfect to talk about an indefinite time in the past.
 Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time simple past tense: definite time
 I've met Bill twice. We met in 1999 and again in 2004.

Form the present perfect with **have** or **has** and a past participle.
 For regular verbs, the past participle form is the same as the simple past form: (open → opened, study → studied)

We { 've / haven't } met them. She { 's / hasn't } called him.
Have you met them? **Has** she called him?
 Yes, we **have**. / No, we **haven't**. Yes, she **has**. / No, she **hasn't**.

Irregular verbs

base form	simple past	past participle
be	was / were	been
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
have	had	had
make	made	made
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written

For more irregular verb forms, open **Reference Charts** on your *ActiveBook Self-Study Disc*.

- A Pair work** Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.

- A: our new teacher?
 B: Yes, He her in the office this morning.
- A: to this class before?
 B: No, They're new at this school.
- A: in the new school restaurant?
 B: No, Is it good?
- A: with the school director?
 B: Yes, They with her yesterday.
- A: the new language lab?
 B: No, But she the library.

GRAMMAR BOOSTER • p. 122

- The present perfect: information questions



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UNIT
1

Greetings and Small Talk

Preview

1 Look at the pictures. Write the correct greeting under each picture. Use words from the box.

bow hug kiss shake hands



1. _____



2. _____



3. _____



4. _____

2 Complete the conversation. Write the letter on the line.

A: You look familiar. Haven't we met before?

B: _____
1.

A: Aren't you from Canada?

B: _____
2.

A: I know! I think we met at Joan's house last month.

B: _____
3.

A: Yes, that's right. What have you been up to?

B: _____
4.

A: Well, it was nice to see you again.

B: _____
5.

A: That would be great. Here's my card.

a. Of course! You work with Joan.

b. You, too. We should keep in touch.

c. Not much. Actually, I'm on my way to a class.

d. I don't think so. I'm not from around here.

e. Yes, I am. I'm from Vancouver.

3 Read the conversation in Exercise 2 again. Circle the subjects the people talk about.

family religion job age weather nationality

4 When you meet someone new, what subjects do you talk about? Write a ✓ next to the topics you usually talk about. Write an X next to the topics you don't like to talk about.

_____ 1. my family

_____ 4. my age

_____ 7. politics

_____ 2. my religion

_____ 5. my hometown or country

_____ 8. my job

_____ 3. the weather

_____ 6. sports

_____ 9. other: _____

LESSON 2

8 Complete the sentences. Circle the correct words.

1. Have you visited the Louvre (yet / ever)?
2. I haven't been to the opera (already / yet).
3. Who is she? I haven't (ever / before) seen her.
4. Has Evan (yet / ever) tried ceviche (already / before)?
5. We've only been here one day, but we've (already / yet) taken a lot of pictures.
6. My parents have been to Italy (ever / before).
7. Has she (yet / ever) gone sightseeing in New York?
8. Have they (already / before) seen the new Brad Pitt movie?

9 Complete the conversations. Write questions or answers in the present perfect. Use already, yet, ever, or before.



1. A: _____?
B: Yes, he has. George went horseback riding last summer.
2. A: Have Ted and Alice already taken a tour of the Statue of Liberty?
B: No. They _____.
3. A: _____?
B: Yes. I've been to London several times.
4. A: _____?
B: No, but they plan to go to the top of the Sears Tower tomorrow.
5. A: Has Lisa ever tried Turkish coffee?
B: Yes. She _____.

10 Look at Anne Marie and Gilbert's to-do list for their vacation in Toronto. Anne Marie has checked what they have already done.

- ✓ - take a tour of the university
- ✓ - meet Michel for dinner on Spadina Avenue
- visit the Bata Shoe Museum
- ✓ - see a musical downtown
- take a boat trip around Toronto Harbor
- ✓ - go shopping at the Eaton Centre

SECOND EDITION TOP NOTCH 2A

Over 3 million students worldwide
learned English using the *Top Notch*



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A proven pedagogy with demonstrated results

The six-level *Top Notch* program makes English unforgettable through multiple exposures to language, numerous opportunities to practice it, and systematic and intensive recycling. Goals- and achievement-based lessons with can-do statements enable students to confirm their progress.

The leader in global communication

Top Notch prepares students to communicate in English with a diverse array of speakers around the world who have a wide range of native and non-native accents. An emphasis on cultural fluency enables students to navigate the social, travel, and business situations that they will encounter in their lives.

ActiveBook

- ▶ Student's Book in digital format with full audio
- ▶ Interactive speaking, listening, reading, grammar, and vocabulary practice
- ▶ Printable unit study guides



Complete and flexible

- Student's Book with ActiveBook
- Student's Book with ActiveBook and MyTopNotchLab
- Workbook
- Teacher's Edition and Lesson Planner with ActiveTeach
- Classroom Audio Program
- Copy & Go (photocopiable interactive activities)
- Complete Assessment Package
- Full-Course Placement Tests

CEFR	
A1	Top Notch Fundamentals Top Notch 1
A2	Top Notch 2
B1	Top Notch 3
B2	Summit 1
C1	Summit 2



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